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ABSTRACT

A study analyzed quantitatively the effectiveness of public communication as practiced by college students in an introductory speech course. The aim of the study was to test empirically the principles of rhetorical theory on which the teaching of beginning public speaking is commonly based. The study investigated the relationship of mode of delivery--extemporaneous and manuscript--to effectiveness in public communication. Twenty-four samples of extemporaneous and manuscript taped speeches given by undergraduate students were analyzed by students in a communication theory course. Results indicated a significant relationship between the mode of delivery chosen by the speaker and the criteria on which the speech was evaluated. Credibility of the speaker, adaptation to the audience, the use of delivery techniques, and total effectiveness of the communication had a greater significant relationship to the mode of delivery than to organization of ideas and development of ideas. Results also showed a significant relationship between the mode of delivery chosen by the speaker and the positive effectiveness of his/her communication. Most of the speeches ranked superior in every criterion were delivered in the extemporaneous mode. Results seem to indicate that if a student speaker chooses the extemporaneous mode, he/she has a better chance of becoming a successful speaker. (Seven tables of data are included; 16 references are attached.) (Author/PRA)

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AN EMPIRICAL INVESTIGATION OF THE CANON OF DELIVERY: THE RELATIONSHIP OF MODE OF DELIVERY TO EFFECTIVENESS IN PUBLIC COMMUNICATION

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Abstract

This paper presents one part of a study which was conducted to analyze quantitatively the effectiveness of public communication as it is practiced by college students in an introductory speech course. The aim of the study was to test empirically the principles of rhetorical theory on which the teaching of beginning public speaking is commonly based. According to the popular public speaking textbooks from Winans' to the present, the extemporaneous mode is the preferred form of presentation. This paper investigates that teaching; that is, what is the relationship of mode of delivery--extemporaneous and manuscript--to effectiveness in public communication.

The chief reason for making this study was to help the speech communication profession respond to the need for a more scientifically-based curricula and goals in the teaching of speech communication. It was also conducted in response to the contemporary demand to re-examine the effectiveness of communication skills training in general.

Since the establishment of separate speech departments in American colleges and universities, students have been required to take a course in public communication for the purpose of improving oral communication skills. The rationale for such a requirement was, and is, that tutelage and practice in public speaking would prepare the student to function better in society. Instruction in this course has been based, in general, on the modern rhetorical theory promoted by James Winans in his Public Speaking (1915) and which was perpetuated in every popular public speaking text since. In other words, for almost seventy years students in American colleges and universities have been taught public speaking based on theories which have their roots in Ancient Greece. Indeed, the theoretical framework of our present instruction in public communication is very old.

Today, the prevailing educational philosophy is that instruction and curricula should have a more scientific base (Kibler & Barker, 1969, p. 6). There is a need to examine the relationship between theories, instructional practices, and empirical evidence. The call to conduct research studies of common practices in the classrooms of speech educators was made at the New Orleans Conference on Research and Institutional Development in Speech Communication in 1968 (Kibler & Barker, 1969). This meeting regarded speech communication as a field in transition: The conferees saw contemporary speech communication with its strong historical tradition derived from the works of Aristotle "responding to the need for greater societal relevance by re-examining its theories and curricular goals in the light of new humanistic and scientific knowledge" (Kibler & Barker, 1969, p. 6). The decision was made that "a study of the developing behavioral science approach to the theory and process of speech communication required

the most immediate attention (p. 4). One specific recommendation made by the conference was that: "An efficient instructional program to assist students in acquiring the specific behaviors should be designed and tested empirically" (pp. 27-28).

Therefore, the chief reason for conducting this study on which this paper is based was to heed the call of the conference. This study sought to examine quantitatively those theories which have for so long been the bases of instruction in public communication. It was an attempt to gain a clearer understanding of the term effectiveness as it relates to public speaking. In particular, the theories on which this study concentrated deal with those concerning the classical canon of delivery. From Aristotle's Rhetoric to the recently published public speaking texts, although discussed a great deal, there has been ambiguity surrounding the explication of delivery and its contribution to speech effectiveness.

To date, the research studies in the area of effectiveness in public communication have been sparse and relatively inadequate. For example, Hildebrandt and Stevens (1963) made an attempt to investigate the relationship between mode of delivery and effectiveness; however, their method was most debatable. Heinberg (1963) and Gundersen and Hopper (1976) presented different studies on the relationship between delivery and general effectiveness. Although their purposes were similar, their results were contradictory.

The second reason for this study is to aid the speech professional in responding to the contemporary demand by industry and the public for effective public communicators. Educators are being asked to re-examine their methods and curricula to respond to the question: Are students prepared to meet the need for public presentation required by society?

Recently, the federal government passed legislation identifying skills it deemed essential for every child and allocating massive funding for both research and implementation programs in these basic skills areas (McCroskey, 1982, p. 1). This legislation asks the individual state education associations to conceive, implement, and evaluate comprehensive programs in these vital areas.

Four out of these five skills deemed essential by this legislation are communication skills--reading, writing, speaking, and listening (McCroskey, 1982, p. 1). Undoubtedly, the individual state education associations are going to turn to speech communication professionals for help in complying to the demands of these laws. For an opportunity to use there federal funds and, frankly, for the sake of our survival as a respected discipline, it is imperative that we are ready to respond. However, according to recent writings on communication competence, we are presently not ready to respond satisfactorily. According to McCroskey (1982): "At present, there is consensus on neither the constituent definition of oral communication competence nor the operational skills which the construct represents" (p. 1). "Research under the rubric of 'communication competence' has barely begun" (p. 1).

The chief dispute in this area relates very strongly to this study. The argument concerns defining effectiveness in communication. Most of the scholars in this field defined effectiveness in behavioral terms. For example, Larson, Backlund, Redmond, and Barbour (1978) defined communication competence as "the ability of an individual to demonstrate knowledge of the appropriate communicative behavior in a given situation" (p. 16). Wiemann and Backlund (1980) in their article which reviewed current theory and research in communication competency concluded that

competency involves both knowing how to in addition to knowing that (p. 190). To them, communication competency must be grounded in the observation of behavior. Therefore, communication competency involves both the knowledge of communicative skill rules and "the wherewithall to perform in an appropriate manner" (p. 188). McCroskey (1982), on the other hand, represented those who believe that competence and performance are not the same thing: "Knowing is not equal to doing" (p. 4). He argued that the domain of communication competence includes the entire content of the field: "In Aristotle's framework it would include learning what are the available means, how they have been employed in various situations in the past, and being able to determine which ones have the highest probability of success in a given situation" (p. 5). He warned the speech profession to avoid confusing communicative competence with communicative skill (p. 6). Wiemann and Backlund (1980), on the other hand, called for educators to identify speech communication competencies necessary for effectiveness in the classroom and to develop curricula for teaching these skills (p. 185).

Obviously, the problem here is to find out which perspective has greater validity. Recognizing this need, McCroskey (1982) remarked: "Our research must continue to seek to discover how communication works. We must continue to break down communication behaviors into small component skills that can be learned" (p. 6). In other words, the speech profession, which has always been concerned with communication competence, is called upon to recognize the need to operationalize its concern behaviorally and to provide appropriate measures of competence. It is the hope of this researcher that this study which related effectiveness to performance in public communication addresses this need. Time is of the essence; within

this decade we speech educators will be asked to respond to the public's demand for accountability. We must be prepared. As early as 1953, Parrish warned that we must return to the teaching of skills: "All of our present monumental structure rests upon this base. We neglect it at our peril" (p. 151). Ritter, in 1978, reiterated this warning. He advised that in order to preserve a place for speech instruction in schools with shrinking language arts curricula, speech educators must demonstrate responsiveness to accountability issues: "They must be able to show that speech instruction results in the attainment of particular skills; that these skills are necessary for effective performance in jobs or further education; and that these skills are central to the language arts and merit the expenditure of funds" (p. 124). To quote McCroskey (1982): "The stark reality of our own limitations confronts us" (p. 1).

As Ritter stated, the speech profession must be ready to respond for the demand for accountability in career education. Members of the business and professional communities have finally realized that, above all, their organizations consist of people; therefore, the need for the flow and coordination of information upon which their success rests depends on the ability of their members to communicate effectively. Dance and Zelko (1979) reported that above 90 percent of the work day is spent in communicating (p. 44). They quoted F. R. Kappel, former president of the American Telephone and Telegraph Company: "The day-to-day job of a company depends on effective oral communication" (p. 32). They also cited a 1960 Time magazine survey of the 750 largest corporations in the United States which showed an amazing emphasis on speech communication and speechmaking (p. 44). Realization of the importance of communication to management is evident in the title of General Electric Company executive Willard V.

Merrihue's text Managing by Communication. Published in 1960, it underscored communication as the "principal tool" of businessmen (Dance and Zelko, 1979, pp. 20-21). Peter Drucker (1954), a renowned scholar on modern management, indicated the importance of communication in this way: "No matter whether the manager's job is engineering, accounting, or selling, his effectiveness depends on his ability to listen and to read, and his ability to speak and to write" (p. 346). Gerald Phillips succinctly summarizes this need in his statement of the theme of his text Communicating in Organizations (1982): "If you already have technical and professional competence, the ability to communicate effectively is the most important criterion for advancement on the job" (p. 1).

On some campuses the speech profession is responding to the demand for career education. New courses in business and professional speech and organizational communication and texts written by communication scholars such as Phillips' and Zelko and Dance's are becoming popular. What our profession needs to remember is that the real world is looking for training in skills. Are we providing our students with the skills necessary for their success in their careers? It is the hope of this researcher that the findings from this study will enable the speech profession to address these accountability issues more adequately.

Finally, the overall reason for conducting this study was to renew the interest of the speech communication profession in the importance of teaching public communication. For too long the popular courses in the departments of communication on American campuses tended to be those in interpersonal communication. Nevertheless, communication educators continue to profess the teachings of the ancients that related the ability to speak in public with the ability to function as a member of society. To

quote Isocrates (436-338 B.C.), that preeminent teacher: "To study speech in general or public speaking in particular is to explore highly intricate processes by which man apprehends truths about himself and his environment."

Modern scholars echo the sentiments of Isocrates. For example, the thesis of Hayakawa's popular text Language in Thought and Action (1978) is that humanity's achievements rest upon our use of symbols. He reasoned that effective communication creates cooperation among the members of society, and this cooperation promotes human survival. For this to happen, we instructors must clearly teach the relationship between language, thought, and behavior. Teaching public communication helps accomplish this objective. The communication skills taught are the connections between knowledge and behavior (Wiemann and Backlund, 1980, p. 190). "It takes training to be a competent speaker" (Brigance, 1955, p. 30). In spite of the fact that man is homo loquens, explained Dennis Fry (1978), communication skills do not come naturally. They must be learned, and the teaching of public speaking performs this task best.

It is further important to note that the teaching of public speaking instructs students on that all-important aspect of communication, the relationship. After all, the purpose of communicating is to relate to one another; in this way, we human beings not only promote society but we also learn who we are. This is a basic need. Recently, the Speech Communication Association sponsored several television spots which stipulated that the fourth "R" of education is "relating" which is synonymous with communication (Dance, 1982, p. 197).

Contemporary communication theorists are most concerned with the relationship aspect of communication. Referring to Watzlawick, Beavin, and

Jackson (1967) as examples, they regard all communication as an interactional system in which the communicants are in the process of, or at the level of, defining the nature of their relationship (p. 153). According to these scholars, every communication has a content and a relationship aspect. These two complement one another: "The content aspect is likely to be conveyed digitally whereas the relationship aspect will be predominantly analogic in nature" (p. 66). Analogic communication is "virtually all nonverbal communication" (p. 62). Analogic, according to Watzlawick, et al, is "of much more general validity than the relatively recent, and far more abstract, digital mode of verbal communication" (p. 62). "Wherever relationship is the central issue of communication, we find that the digital language is almost meaningless" (p. 63).

These scholars explained: "If attention is limited to the content of what people communicate to each other, then indeed there often seems to be hardly any continuity in their interaction--'time always starts afresh and history is always in the year zero.'" (p. 153)

Question and Hypotheses

This study is concerned with the question: Does the mode of delivery chosen by a novice speaker have any relationship to the success of his/her communication?

To investigate this question, the following null hypotheses have been formulated:

Null Hypothesis 1: There is no significant relationship between the mode of delivery chosen by the speaker and the criteria on which the speech was evaluated.

Null Hypothesis 2: In evaluating the speeches of students in a basic speech course, there is no significant relationship between the mode of delivery chosen by the speaker and the positive effectiveness of his/her communication.

Methodology

Population and Sample

This study involved two groups of undergraduate college students. The first group, the speakers, were chosen from videotapes made of students from four classes of a course entitled Introduction to Speech. The purpose of this course is to establish an awareness of the communication process. The students become familiar with the technique of effective communication on all three levels: intrapersonal, interpersonal, and public. The videotapes, part of their final examination, were of the students' delivering five-minute speeches on informing the audience about their future careers. This rather bland topic was purposely chosen so that choice of topic would not be a criterion for evaluation of effectiveness in this study. The students did have the opportunity to choose either the extemporaneous or the manuscript mode of delivery. It must be noted that it was necessary to tape these speeches in a television studio rather than in their familiar classrooms. Therefore, the audiences the students were instructed to address, rather than the camera, consisted of no more than ten to twelve people, instead of the familiar twenty to twenty-five.

From the 84 taped speeches, I chose a sample of 24. Half were of speakers who chose the extemporaneous mode, and half were of those who chose the manuscript mode of delivery. Within each of the two groups was a relatively equal amount of good, fair, and inferior speeches. These

evaluations were made by me, the teacher of these students. I chose four examples of each ranking for each of the two modes of delivery. Then, these speeches were retaped in random order. The evaluators were not made aware of my purpose and procedure.

The second group involved in this study is the group which supplied the raw data for this study, the student evaluators of the previously mentioned speeches. This group of 24, mostly female, junior year, mass communication majors, were chosen from an elective course in speech communication entitled Communication Theory. This course is concerned with the systematic study of the communication process. The students participated in this study as part of their introduction to the use of empirical methodology for understanding communication.

In total, the number of "cases" in this study is 576, each of the 24 speeches rated by each of the 24 evaluators.

Instrumentation and Procedure

The videotapes were shown in random order to the evaluators in two sessions. The only comment made by this researcher to them was how to fill in the following measuring device. At the end of each speech the tape was briefly stopped to allow time for the individual evaluation.

The instrument constructed specifically for this study took the following simple form:

_____ 1-2 Speaker # (Each speaker is identified with a number.)

_____ 3 Evaluator's Sex 1 male 2 female

_____ 4 Evaluator's Status 1 freshman 2 sophomore 3 junior 4 senior

_____ 5 Evaluator's Experience 1 one course, public speaking; 2 one course, interpersonal communication; 3 no speech courses; 4 more than one speech course

_____ 6 Evaluator's Major 1 Mass Communication 2 Theatre 3 Non-speech major

Rank the following criteria for the speech accordingly:
5 Superior 4 Good 3 Fair 2 Poor 1 Inferior

_____ 7 ORGANIZATION OF IDEAS: Were ideas presented in a logical order?

_____ 8 DEVELOPMENT OF IDEAS: Was speaker's language clear and appropriate?

_____ 9 CREDIBILITY: Did the speaker appear competent and sincere?

_____10 ADAPTATION TO AUDIENCE: Did you feel the speaker was talking <u>with</u> you rather than <u>at</u> you?

_____11 DELIVERY: How well did the speaker use his/her body and voice to augment his/her verbal message?

_____12 TOTAL EFFECTIVENESS: To what extent did the speaker contribute meaning?

_____13 MODE OF DELIVERY chosen by the Speaker:
1 extemporaneous 2 manuscript

Before the ranking began, this researcher reviewed the definitions of the terms used in the instrument: Mode of delivery refers to the method the speaker used to prepare his/her text: The extemporaneous mode is generally prepared in outline form; the exact wording to the speech is not explicitly prepared. The manuscript mode, on the other hand, calls for the speech to be written and read <u>verbatim</u>.

Results

To begin the analysis for Null Hypotheses 1 and 2, crosstabs were run with each of the criteria on which the speeches were evaluated as the dependent variable and the mode of delivery chosen by the speaker as the independent variable. A test for correlation followed. The results are shown in the following tables:

Table 2.1

Organization of Ideas by Mode of Delivery
Chosen by the Speaker
(Percents)

Mode of Delivery	Ranking of Organization of Ideas					
	Inferior	Poor	Fair	Good	Superior	N
Extemporaneous	3.1	7.6	29.1	34.9	25.3	289
Manuscript	1.4	5.6	27.2	47.0	18.8	287
Total	2.3	6.6	28.1	41.0	22.0	576

$x^2 = 10.83$, $p \leq .05$

Table 2.1 shows that there is a significant relationship between Mode of Delivery and the rating criterion Organization of Ideas ($p \leq .05$). Mode of Delivery tends to be an influential factor only on the extreme ends of the scale: The majority of the speeches ranked inferior and superior were delivered according to the extemporaneous mode.

Table 2.2

Development of Ideas by Mode of Delivery
Chosen by the Speaker
(Percents)

Mode of Delivery Chosen by Speaker	Ranking of Development of Ideas					
	Inferior	Poor	Fair	Good	Superior	N
Extemporaneous	2.1	11.1	30.1	34.3	22.5	289
Manuscript	2.1	9.4	35.9	39.7	12.9	287
Total	2.1	10.2	33.0	37.0	17.7	576

$x^2 = 10.50$, $p \leq .05$

Table 2.2 demonstrates that there is a significant relationship between Mode of Delivery and the rating criterion Development of Ideas ($p \leq .05$). Mode of Delivery tends to be a formidable influential factor only in the judging of superior speeches: Almost twice as many extemporaneous speeches were ranked superior.

Table 2.3

Credibility of the Speaker by Mode of Delivery Chosen by the Speaker (Percents)

Mode of Delivery Chosen by Speaker	Ranking of Credibility of Speaker					
	Inferior	Poor	Fair	Good	Superior	N
Extemporaneous	4.8	10.0	20.8	29.1	35.3	289
Manuscript	2.4	14.3	30.3	40.4	12.5	287
Total	3.6	12.2	25.5	34.7	24.0	576

$x^2 = 46.02$, $p \leq .001$

Table 2.3 shows a stronger relationship between Mode of Delivery and the rating criterion Credibility of the Speaker ($p \leq .001$). The extremes of the ranking scale show the strongest relationship: Twice as many of the speeches judged superior were delivered in the extemporaneous style.

Table 2.4

Adaptation to Audience by Mode of Delivery Chosen by the Speaker (Percents)

Mode of Delivery Chosen by Speaker	Ranking of Adaptation to Audience					
	Inferior	Poor	Fair	Good	Superior	N
Extemporaneous	2.4	11.1	29.4	31.1	26.0	289
Manuscript	3.1	19.9	45.6	27.2	4.2	287
Total	2.8	15.5	37.5	29.2	15.1	576

$x^2 = 63.54$, $p \leq .001$

Table 2.4 shows a very strong relationship between Mode of Delivery and the ranking criterion Adaptation to Audience ($p \leq .001$). Of those speeches ranked superior, six times as many were delivered according to the extemporaneous mode. Mode of delivery is shown to be a strong factor in the judging of a speech superior in Adaptation to Audience.

Table 2.5

Delivery Techniques Used by the Speaker by Mode of Delivery Chosen by the Speaker (Percents)

Mode of Delivery Chosen by Speaker	Ranking of Delivery Techniques					
	Inferior	Poor	Fair	Good	Superior	N
Extemporaneous	8.0	16.3	23.5	26.0	26.3	289
Manuscript	8.7	24.4	39.0	21.6	6.3	287
Total	8.3	20.3	31.3	23.4	16.3	576

$x^2 = 52.38$, $p \leq .001$

Table 2.5 shows a very strong relationship between Mode of Delivery and the rating criterion Delivery Techniques Used by the Speaker ($p \leq .001$). Although Mode of Delivery does not appear to be a factor in ranking a speech inferior, it is a powerful factor in ranking a speech superior: Four times as many were presented in the extemporaneous mode.

Table 2.6

Delivery Techniques Used by the Speaker by Mode of Delivery Chosen by the Speaker (Percents)

Mode of Delivery Chosen by Speaker	Ranking of Total Effectiveness					
	Inferior	Poor	Fair	Good	Superior	N
Extemporaneous	3.1	17.4	22.6	31.3	25.7	289
Manuscript	1.0	18.1	40.1	32.8	8.0	287
Total	2.1	17.7	31.3	32.0	16.9	576

$x^2 = 43.82$, $p \leq .001$

Table 2.6 demonstrates a strong relationship between mode of delivery and the ranking criterion Total Effectiveness ($p \leq .001$). Mode of Delivery

appears to be a more influential factor in the ranking of speeches on the extreme ends of the continuum: Of those speeches ranked inferior and superior in Total Effectiveness, three times as many were those delivered according to the extemporaneous mode.

Table 2.7

Correlation of Criteria on Which the Speeches Were Evaluated with Mode of Delivery Chosen by the Speaker

Evaluation Criteria	Mode of Delivery Chosen by Speaker Correlation Coefficient
Organization of Ideas	.027 (p = .258)
Development of Ideas	-.062 (p = .068)
Credibility of Speaker	-.154*
Adaptation to Audience	-.284*
Delivery	-.231*
Total Effectiveness	-.149*

*$p \leq .001$

Table 2.7 shows the strength of the relationship between each of the criteria and the Mode of Delivery Chosen by the Speaker. All the criteria and the Mode of Delivery Chosen by the Speaker. All the criteria except for Organization of Ideas and Development of Ideas show a negative correlation ($p \leq .001$). The relationship of Adaptation to Audience and Delivery Techniques appears slightly stronger than that of Credibility and Total Effectiveness.

To summarize, first of all, these tables show that there is a significant relationship between all the criteria used to evaluate the speeches and the mode of delivery chosen by the speaker. The relationship between the criteria--Credibility of the Speaker, Adaptation to the Audience, Delivery , and Total Effectiveness of the communication--and the mode of delivery have a greater significance ($p \leq .001$) than the

relationship between Organization of Ideas and Development of Ideas and mode of delivery ($p \leq .05$).

Table 2.7 shows the results of a correlation procedure which was run to view the strength of the relationship between each of these criteria and the mode of delivery chosen by the speaker. This table displays that there is no systematic relationship between the mode of delivery used by the speaker and how he/she organized and developed the ideas within his/her speech ($p > .05$). However, for the variables Credibility of the Speaker, Adaptation to the Audience, Delivery and Total Effectiveness, the table shows a low negative correlation ($p \leq .001$), the relationship of Adaptation to the Audience to Mode of Delivery and of Delivery to Mode of Delivery slightly stronger than that of Credibility and Total Effectiveness. Thus, Table 2.7 illustrates that as these criteria go up toward superior ranking, the mode of delivery goes down. In the case of this dichotomous variable, the mode of delivery goes down correspondingly toward the extemporaneous mode. Therefore, Null Hypothesis 1 is not supported. There is a significant relationship between the mode of delivery chosen by the speaker and the individual criterion on which the speech was evaluated.

In addition, these tables illustrate that there is a relationship between the mode of delivery used by the speaker and the success of the speech. Before the evaluation for this analysis begins, the reader is reminded that the sample of speeches consists of an equal amount of poor, fair, and good speeches for each mode of delivery. Also, to facilitate the analysis, this evaluation will be concerned only with those speeches ranked extreme; that is, those ranked inferior and superior. To begin, a perusal of all the tables points to the indication that of those speeches ranked

superior for every criterion, most followed the extemporaneous mode of delivery. More than six times more extemporaneous speeches than manuscript speeches were ranked superior in Adaptation to the Audience (Table 2.4), more than four times more extemporaneous speeches rather than manuscript type speeches were ranked superior in Delivery (Table 2.5), and more than three times as many extemporaneous speeches than manuscript speeches were ranked superior in Credibility of the Speaker and in the Total Effectiveness (Tables 2.3 and 2.6, respectively). Even for those criteria showing a relationship not as high as those mentioned above ($p \leq .05$), Organization of Ideas (Table 2.1) and Development of Ideas (Table 2.2), a greater percentage (25 to 18 for Organization of Ideas and 22 to 12 for development of Ideas of the speeches ranked superior were those which followed the extemporaneous mode. These tables, therefore, show the Null Hypothesis 2 not to be significant; there is a significant relationship between the mode of delivery chosen by the speaker and the effectiveness of his/her communication.

Discussion

The results of this study showed that there is a significant relationship between the mode of delivery chosen by the speaker and criteria on which the speech was evaluated. Credibility of the speaker, adaptation to the audience, the use of delivery techniques and the total effectiveness of the communication had a greater significant relationship to the mode of delivery than organization of ideas and development of ideas. The results also show that there is a significant relationship between the mode of delivery chosen by the speaker and the positive effectiveness of his/her communication. Most of the speeches ranked

superior for every criterion were delivered in the extemporaneous mode. And, finally, the tests show that student evaluators can successfully guess the modes of delivery chosen by the speaker. To summarize, the statistics resulting from the tests conducted to analyze Question 1 illustrated that if the novice speaker used the extemporaneous mode of delivery, he/she would tend to be a more successful public communicator.

The results of this study seem to indicate that if a student speaker chooses the extemporaneous mode of delivery, he/she has a better chance of becoming a successful speaker. The implications of this study are fairly obvious. First and foremost, this study offers supporting data to the popular theory found in prominent public speaking texts that delivery and effectiveness are very significantly related. This study should create an awareness in teachers of public address and rhetoric, in particular, that how one says his/her message is possibly equal in importance to what one has to say. A second implication of this study is that greater interest must be expressed by professors of public discourse in the fields of communication theory and nonverbal communication. I feel strongly that an investigation into the research made in these areas will result in a reconsideration of the role played by delivery in effecting successful public communication.

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